



# Arts Policy

Policy Code: Curr - AP  
To be Reviewed: 2017  
Ratified: September 2014

## **Identity Statement**

To provide a school community that draws on the traditions of the Brigidine Order, that celebrates life, reaches out to others and actively cares for our world.

## **Vision Statements**

*St Patrick's Primary School strives to:*

- Guide and support students on their faith journey through experiences of the Catholic tradition, building a strong sense of belonging, responsibility and wonder within our school, church and global communities.
- Develop an environment that builds on student resilience, self - respect, confidence and empathy – in partnership with families.
- Foster a learning environment that provides a holistic education that nurtures all learners in order for them to realise their full potential.
- Model and foster a safe and supportive environment for students and their families within the school community.
- Provide learning and teaching experiences that promote decision making.
- Conserve God's creation and recognise the traditional owners of the land.

## **Graduate Outcomes**

*We endeavour to create graduates who will:*

- Have a dynamic faith
- Be committed to social justice
- Be environmentally aware
- Develop and sustain loving relationships
- Be life-long learners
- Realise their potential
- Be creative problem-solvers
- Be resilient, confident and independent
- Be respectful
- Have courage and integrity
- Be self-aware
- Enjoy their experiences

## **Rationale**

The Arts play an important role in the education of all children. They have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. The Arts foster learning for life-long well-being, developing an understanding of other times, places, cultures and contexts. The Arts domain encompasses a diverse and ever-changing range of disciplines and forms that can be used to structure teaching and learning programs. The domain allows students to create and critically explore visual culture, performances in contemporary and traditional genres, and works that involve the fusion of traditional forms with digital media. Schools use the arts disciplines of Art, Dance, Drama, Media, Music and Visual Communication to plan programs.

## **Basic Beliefs:**

- We believe that the experiences within The Arts enhance the overall development of a person. They encourage the development of self-confidence, self-expression and creativity in the student.
- We believe that the appreciation of the work of others can lead to a deeper shared understanding of individuals in our community.
- We believe in providing our students with the opportunity to develop their individual skills, their collaborative capacities and reflective practices through The Arts.

## **Aims:**

*Through The Arts program, our aim is for students to:*

- Develop their intellectual, imaginative and expressive potential.
- Develop skills, techniques and knowledge of processes as a basis for personal expression.
- Develop the confidence to be creative, innovative and thoughtful, both individually and collaboratively.
- Develop aesthetic knowledge and respect for The Arts practices across global communities, cultures and traditions.



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- Understand how to use knowledge and skills to encourage engagement with The Arts for a lifetime.
- Participate in the processes of creating, presenting and responding to The Arts.
- In this area we aim to recognise the following strand organisers:

## **Creating and Making:** *(Victorian Curriculum- The Arts- Curriculum)*

### **Foundation Level:**

Students make and share performing and visual arts works that communicate observations, personal ideas, feelings and experiences. They explore and, with guidance, use a variety of arts elements (on their own or in combination), skills, techniques and processes, media, materials, equipment and technologies in a range of arts forms. They talk about aspects of their own arts works, and arts works and events in their community.

### **Level 1:**

Students are working toward the Level 2 standards.

### **Level 2:**

Students create and present performing and visual arts works that show emerging arts knowledge and an ability to plan arts works that communicate ideas, concepts, observations feelings and/or experiences. They demonstrate an emerging ability to select, arrange and make choices about expressive ways of using arts elements, principles and/or conventions. They use skills, techniques, processes, media, materials, equipment and technologies in a range of arts forms. They identify, describe and discuss characteristics of their own and others' arts works.

### **Level 3:**

Students are working toward the Level 4 standards.

### **Level 4:**

Students create and present works in a range of arts forms that communicate experiences, ideas, concepts, observations and feelings. They select and combine a range of arts elements, principles and/or conventions, and use a range of skills, techniques and processes, media, materials, equipment and technologies. They show evidence of arts knowledge when planning arts works for different purposes and audiences and identify techniques and features of other people's works that inform their own arts making. They refine their work in response to feedback and self-evaluation.

### **Level 5:**

Students are working toward the Level 6 standards.

### **Level 6:**

Students independently and collaboratively experiment with and apply a range of skills, techniques and processes using a range of media, materials, equipment and technologies to plan, develop, refine, make and present arts works. They investigate a range of sources to generate ideas and manipulate arts elements, principles and/or conventions in a range of arts disciplines and forms as they explore the potential of ideas. In their arts works, they communicate ideas and understandings about themselves and others, incorporating influences from their own and other cultures and times. They evaluate the effectiveness of their arts works and make changes to realise intended aims. They consider purpose and suitability when they plan and prepare arts works for presentation to a variety of audiences.

## **Exploring and Responding:** *Standards for this dimension are introduced at Level 3 (Vic Curriculum- The Arts- Curriculum)*

### **Level 3:**

Students are working toward the Level 4 standards.

### **Level 4:**

Students comment on the exploration, development and presentation of their arts works, including the use of specific arts elements, principles and/or conventions, skills, techniques and processes. They identify and describe key features of arts works from their own and other cultures, and use arts language to describe and discuss the communication of ideas, feelings and purpose in their own and other people's arts works.

### **Level 5:**

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### **Level 6:**



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Students discuss traditional and contemporary arts works using appropriate arts language to describe the content, structure and expressive qualities of their own and other people's works from a range of arts disciplines and forms. They interpret and compare key features of arts works made in a range of times, places and cultures. They identify and describe influences on their own works and discuss the purposes for which arts works are created in different historical and cultural contexts.

## **VISUAL ARTS:**

- Students will be involved in both creating and making from Foundation level onwards. Exploring and responding is further developed from level 4 onwards.
- The development of artistic, technical and motor co-ordination skills is important if students are to effectively communicate their artistic ideas. The students will be provided with a combination of strategies including:
  - Formal instruction and demonstration of, the correct use of tools, equipment, materials and techniques.
  - Tasks or problems from which they might deduct appropriate solutions and interpretations.
  - Approaching learning from the perspective of trial and error and learning from mistakes.
  - Through experiences with some mediums such as drawing, painting and printmaking, students will be provided with opportunities to tell stories, convey messages or depict things that they imagine.
  - Through other mediums such as textiles, wood and clay, students are provided with opportunities for artistic expression specifically focusing on aesthetic use of materials, physical shape and form, and the specific function that the created object is to serve.
- The students will be given opportunities to participate in community Visual Arts displays that showcase their works.

## **PERFORMING ARTS:**

***Sandhurst P-6 Music Curriculum Framework is used to guide teaching and learning within the Performing Arts:***

- Making in Music involves singing, playing available instruments, improvising, composing, arranging, listening, recording, performing and using available technologies and musicianship skills.
- Individually, and in groups, students create and perform music in traditional, contemporary and hybrid forms.
- Students use music to investigate concepts and ideas from other Arts subjects and learning areas. This can provide opportunities for students to engage in dance and drama.
- Responding in Music involves students listening, using musicianship skills, analysing and responding to their own and others', performances and music practices.
- Students develop musicianship and technical and expressive skills as they gain knowledge and understanding of how music practices and the elements and concepts of music can be combined and manipulated to create meaning.
- The students will participate in class, whole school and Parish celebrations where Performing Arts play a major role.
- The addition of drama and dance will be incorporated to complement the music curriculum and will be a direct response to current interest and focus within the school community.

## **Agreed Major Teaching and Learning Strategies:**

- Provide opportunities for both collaborative and individual learning.
- Use a range of both student centered and teacher directed activities that incorporate an inclusive curriculum.
- Use a variety of resources that endeavour to engage student learning.
- Implement a range of activities with explicit learning intentions.
- Inquiry studies that are based on student's interests and experiences.
- Evaluation and self-evaluation of individuals' learning as the basis for further teaching and learning.
- Teachers will model positive learning behaviour.
- Ensure content, teaching strategies, resources and assessment methods provide for the needs of every student, recognising that students learn in different ways and at different rates.
- Use a variety strategies to reinforce learning, some of which are listed:
  - Play, observation and peer learning
  - Demonstration, reflection and research
  - Exploration, experimentation and performance
  - Creation, presentation and response
  - Experience and expression.

**Teaching and learning practices will provide experiences and activities that will:**



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- Nurture in children an enjoyment and understanding of the Arts, which will enrich the quality of their lives.
- Develop children's individual interests and skills and talents.
- Help children realise their potential by providing opportunities for creativity and expression of feelings and ideas.

## Teaching and learning includes:

- A specialised performing arts program. A specialist music teacher is responsible for planning, implementing and reporting on the music program to the whole school on a weekly basis.
- A school choir – this is optional for children in Grades 3-6.
- Integration of all aspects of The Arts in Inquiry units.
- Formal Visual Arts/ Drama/ Media lessons are the responsibility of the classroom teacher.

## Assessment:

- Performing Arts and Visual Arts teachers will continually assess and monitor student growth and achievement through assessment tasks.
- Self-portrait of child in file each year.

## Record Keeping:

### The following documentation and procedures will be maintained:

- Term Planning
- Weekly Planning
- Classroom displays
- School performances

## Reporting:

- Reporting to parents will be done on a regular basis through Parent/Teacher Interviews and middle/end of year School Reports.
- The school will inform parents of any major Arts activities through the school newsletter and information nights.

## Resources:

- Victorian Curriculum
- Sandhurst P-6 Music Curriculum Framework
- Selected resources according to class level

## Evaluation:

- The evaluation of the effectiveness of the teaching programs and procedures will be ongoing. The Principal, teachers and students will be involved in this process. Observation of children's progress
- Teacher checklists
- Examples of children's work

Principal Signature: \_\_\_\_\_

Board Member Signature: \_\_\_\_\_